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| Lesson Title: | | Theme Video | | | | | | | | | |
| **Teacher:** | Blickenstaff | | **Hour: 4/5** | |  | | | | | | |
| **Week:** |  | | **Date:** | |  | | | | | | |
| **Unit:** | Theme speech/video/presentation | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:** | ELA | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Students will write a persuasive speech and create an accompanying media presentation. |
| **Criteria for Success:** | Students can choose appropriate words, audio, and images to persuade an audience of peers. Students can find and upload images and audio to a movie-maker application. |
| **Progression of Learning:** | Understand fair use guidelines, identify persuasive words, select a unifying topic, write using persuasive techniques, critique model speech and video, find effective images, quotes, and audio that support theme. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Reading/LA 1.1 Formal presentations require preparation and effective delivery, 2.3 Purpose, tone and meaning in writing (persuasive), ELA 1 and 2 English language learners communicate for social purpose and in the content area of language arts. | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE:  1b, 2b, 4a |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Rough draft of theme speech |  | See rubric |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students are allowed to work at their own pace and with their own choice of movie-maker tool. |  | Students receive written, oral, visual, and hands-on instruction. Teacher modeling. High order questioning. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Masher.com, animoto.com, onetruemedia.com, google images, freepics |  | Writing checklists and student model for theme speech from Milestones, Level B (ELA middle school text) |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Writing checklist to follow for writing speech and creating media presentation. |  | Students regularly set weekly goals in their planner. During this unit set goals for completion of project. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Use of Jing to record how-to videos for student reference as needed.  Provide models for speech and media presentation. Preferential seating. Classroom and computer lab procedures. |  | How can the theme you chose unite our school?  Why did you choose these words to persuade your audience?  How do you want your audience to react to your presentation?  Why is your theme important?  What are some examples of a person following your theme? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| **Peer-revisions**  **Extra time to use the technology** |  | Persuade, theme, audience, media, text, upload, timeline, image, audio, sensory images |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| **Have individual students revise speech with their tutor or in resource class.**  **Wednesday after school for extra help/time.** |  | Modeling, visuals, repetition, rehearsal, peer-editing, read alouds, checklists, sentence frames |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Remember what happened at our school as a result of the Halloween decorating contest? | 5 min |
| **Introduction** | What could we do to help unite all of the grades in our school?  Read theme speech student model. | 5 min |
| **Direct Teaching** | Whole class brainstorm of different themes.  How to write an effective introduction.  Model and write two specific examples. | 10 min |
| **Guided Practice** | Students choose theme and then create an idea web for their topic.  Teacher assists individually and through Jing as students use the tool to create a presentation. | 20 min  3 days |
| **Feedback** | Imagine yourself standing in front of your peers and talking directly to them. Is this how you would talk to them?  Did you give your audience a concrete example of what your theme looks like in practice?  Tell me how that image or video clip supports your theme.  What quote or phrase best sums up your theme?  How can you appeal to your audience in the final sentences? | ongoing |
| **Independent Practice** | Students write and revise their own speech.  Rehearsal for oral presentation.  Creation of video using the selected tool. | 2 days  1 day  2-3 days |
| **Closure** | Students orally present their speech and then show their media presentation to an audience of peers. |  |